

# Involving students in quality Assurance and Enhancement: A project to improve veterinary education

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## INTRODUCTION

If students are to be placed at the heart of the higher education system, they need to be given opportunities and encouragement both to provide feedback on their experiences and to contribute to changes and improvements in institutions (Quality Assurance Agency, 2014).

## OBJECTIVES

To involve students in the assessment of an improvement project for the subject of Bovine Production and Medicine 2015-16, an optional subject, taught during the second semester for the 5th year students of Veterinary medicine at the Autonomous University of Barcelona.

## MATERIALS AND METHODS

Before the Bovine Production and Medicine (BPM) subject started, a problem analysis was done in order to try to identify the main problems students had faced, in previous subjects, that had complicated their learning and motivation (see Figure 1).

The problems identified were then organized into three different categories (see Table 1).

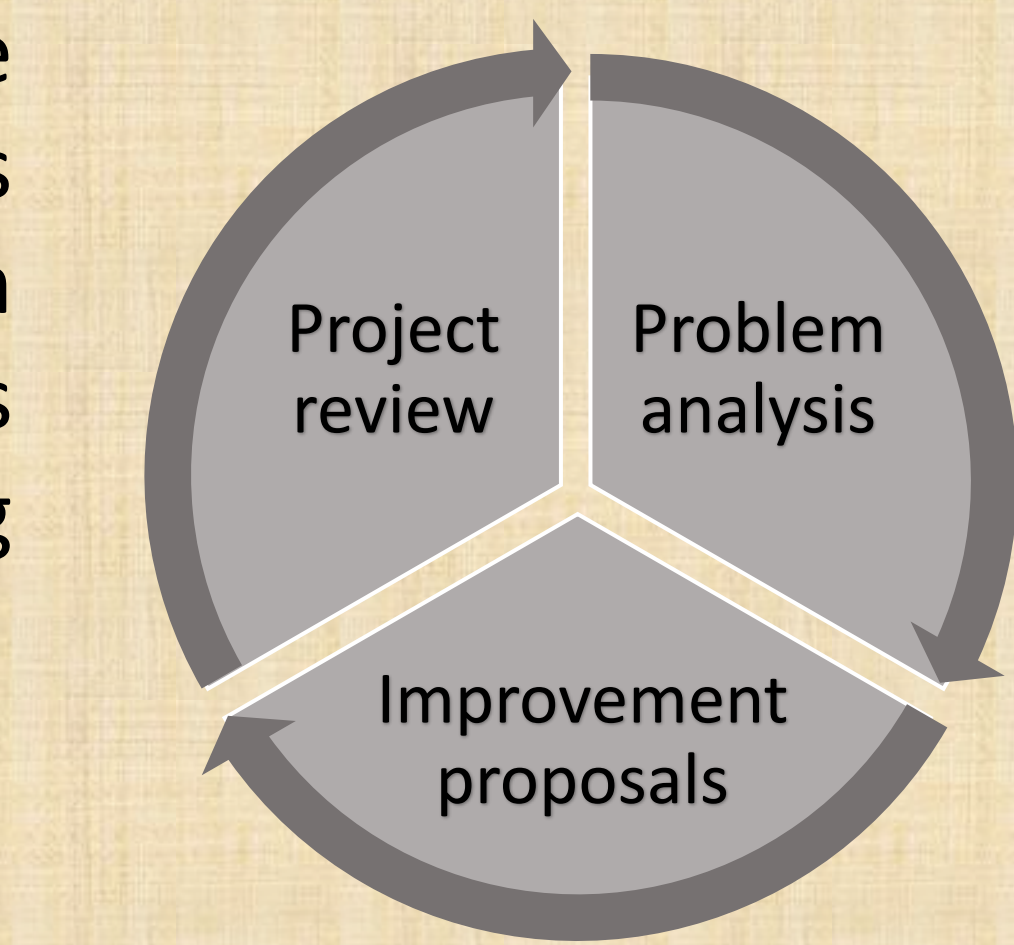


Figure 1: BPM project cycle

### PROBLEM ANALYSIS

#### - Why students do not learn enough?

COURSE ELEMENTS	PROFESSOR	STUDENT
- Teaching methodology	- Skills	- Interest
- Evaluation system	- Feedback & Interaction	- Class attendance & Dedication
- Training activities	- Rapport	- Knowledge & Skills
- Course content & Other resources	- Organization	- Social skills & Attitude

Table 1: Possible causes that affect students' learning and motivation.

With the results, a variety of improvement proposals, related to the course elements category, were suggested in order to improve the subject. Students (N=35) were involved in the subject's assessment via surveys and interviews (see Figure 2).

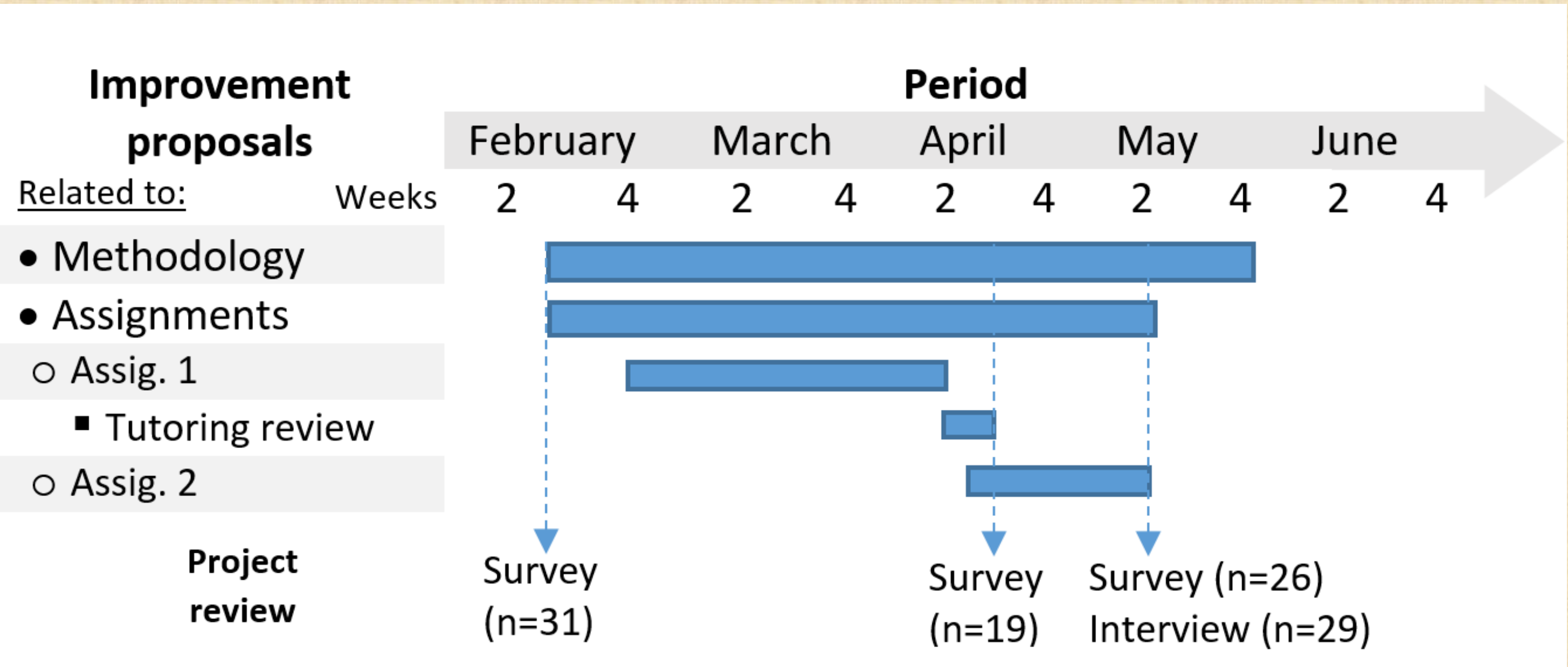


Figure 2: Improvement proposals duration.

## CONCLUSIONS

In general terms, the improvement plan presented was positively assessed by most of the students. The practical view of the subject was considered an outstanding factor. Meanwhile, classes organization and the need to refresh some of the subject content before the assignments started, were found to be the two main improvement needs for the coming academic year.

## RESULTS AND DISCUSSION

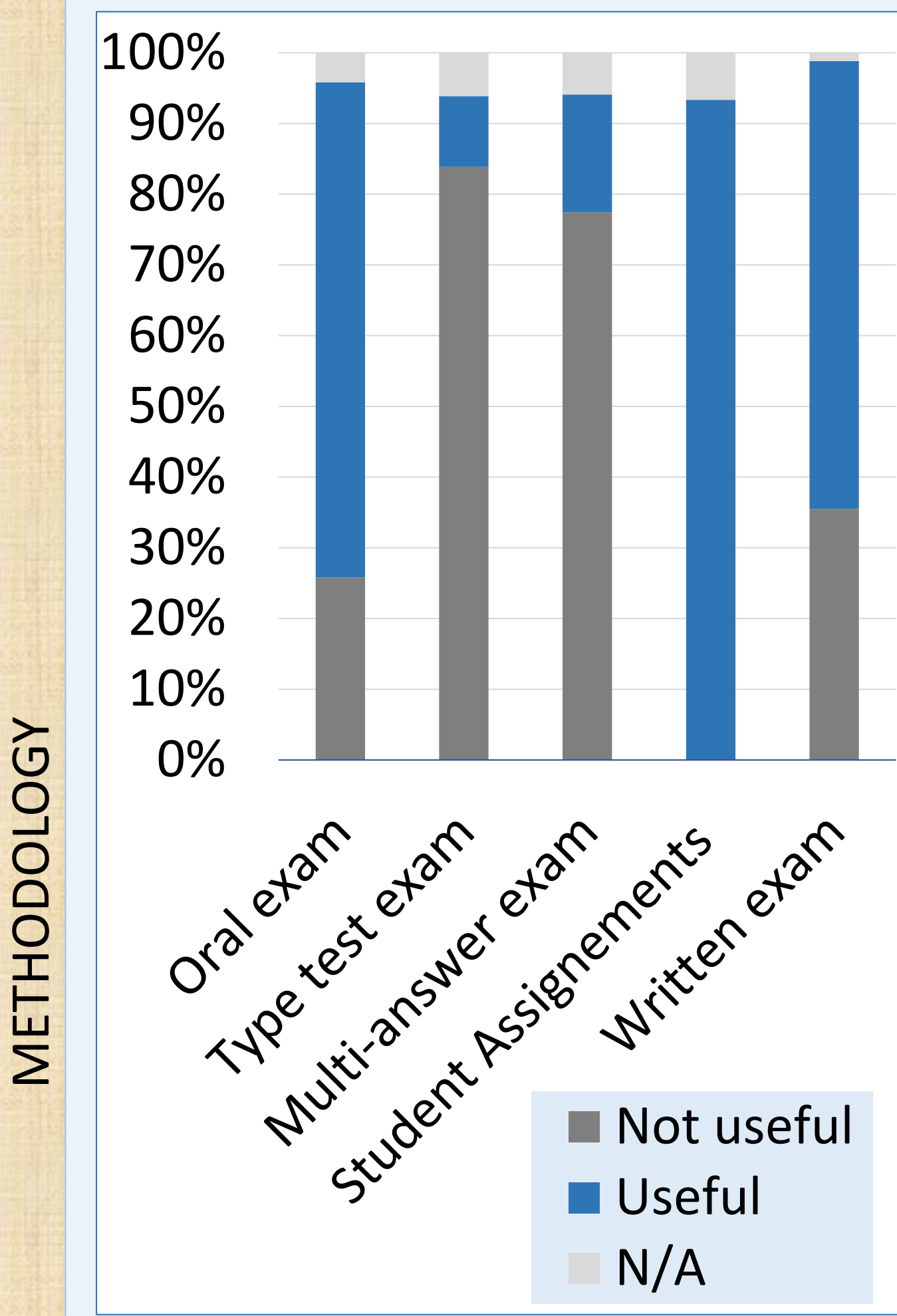


Figure 3: Q- How useful do you rate the following evaluation methods for your learning? (n=31).

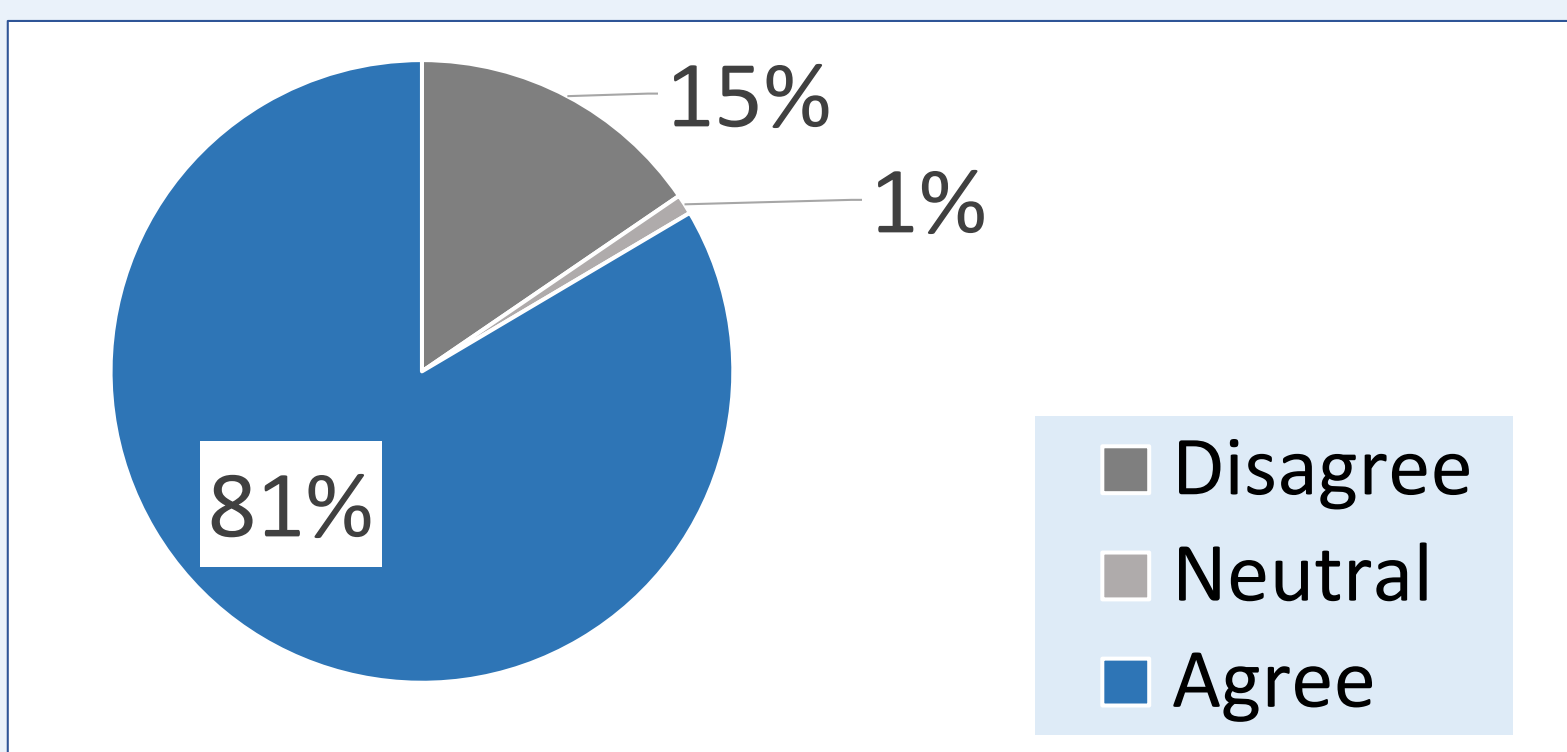


Figure 4: Q- The methodology used has been appropriate (n=31).

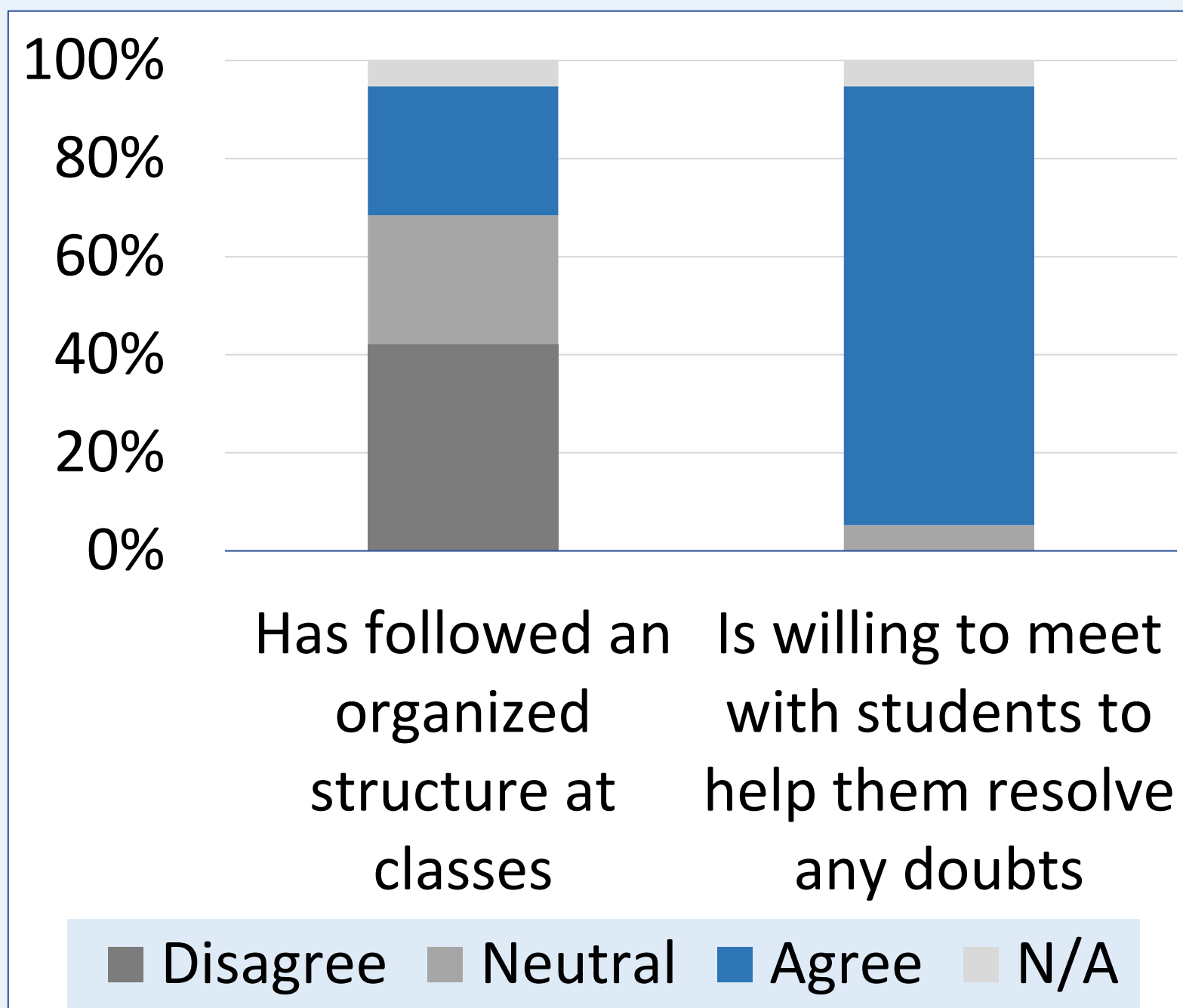


Figure 5: Q- The professor ... (n=19).

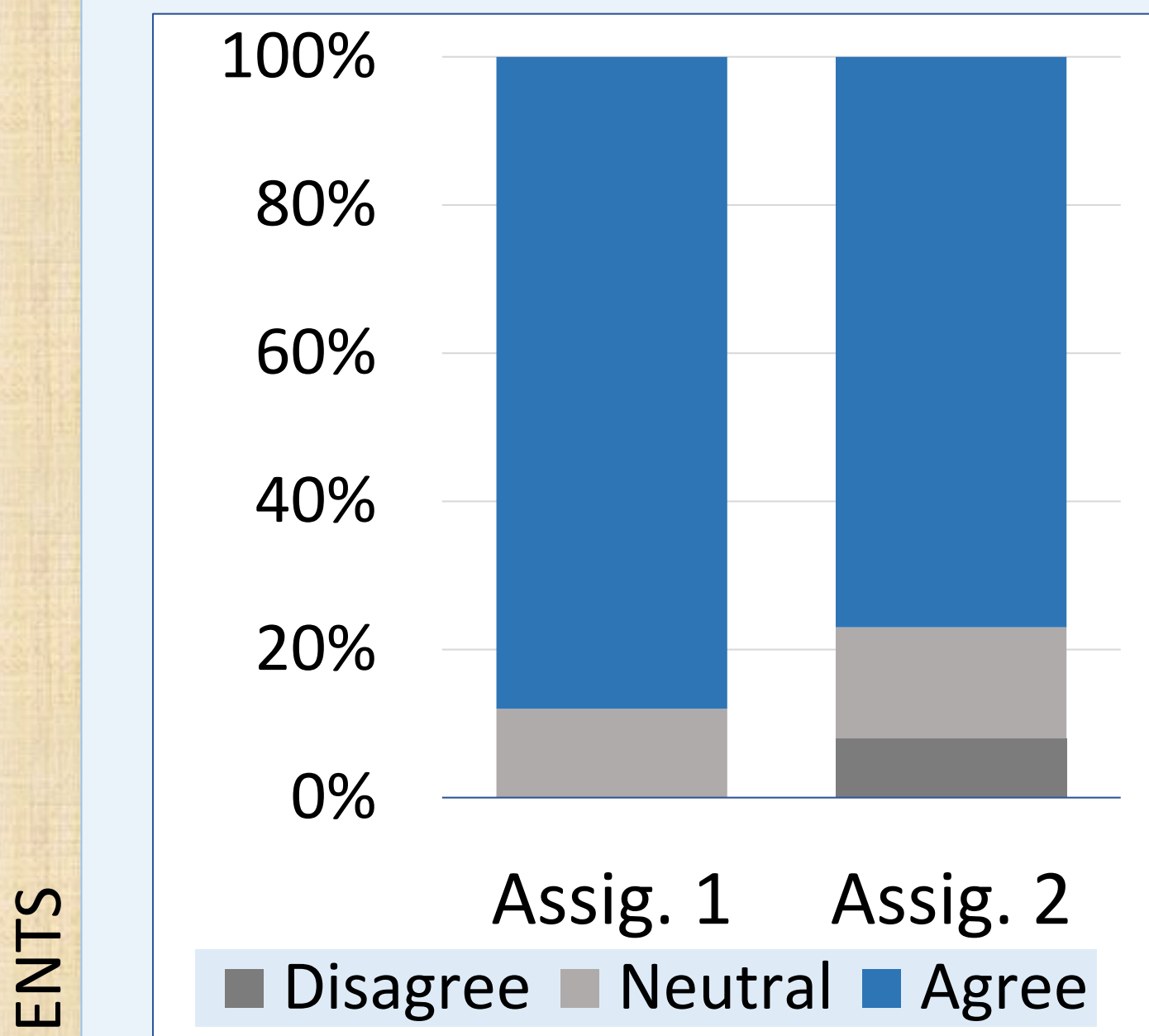


Figure 6: Q- I have learnt valuable things (n=26).

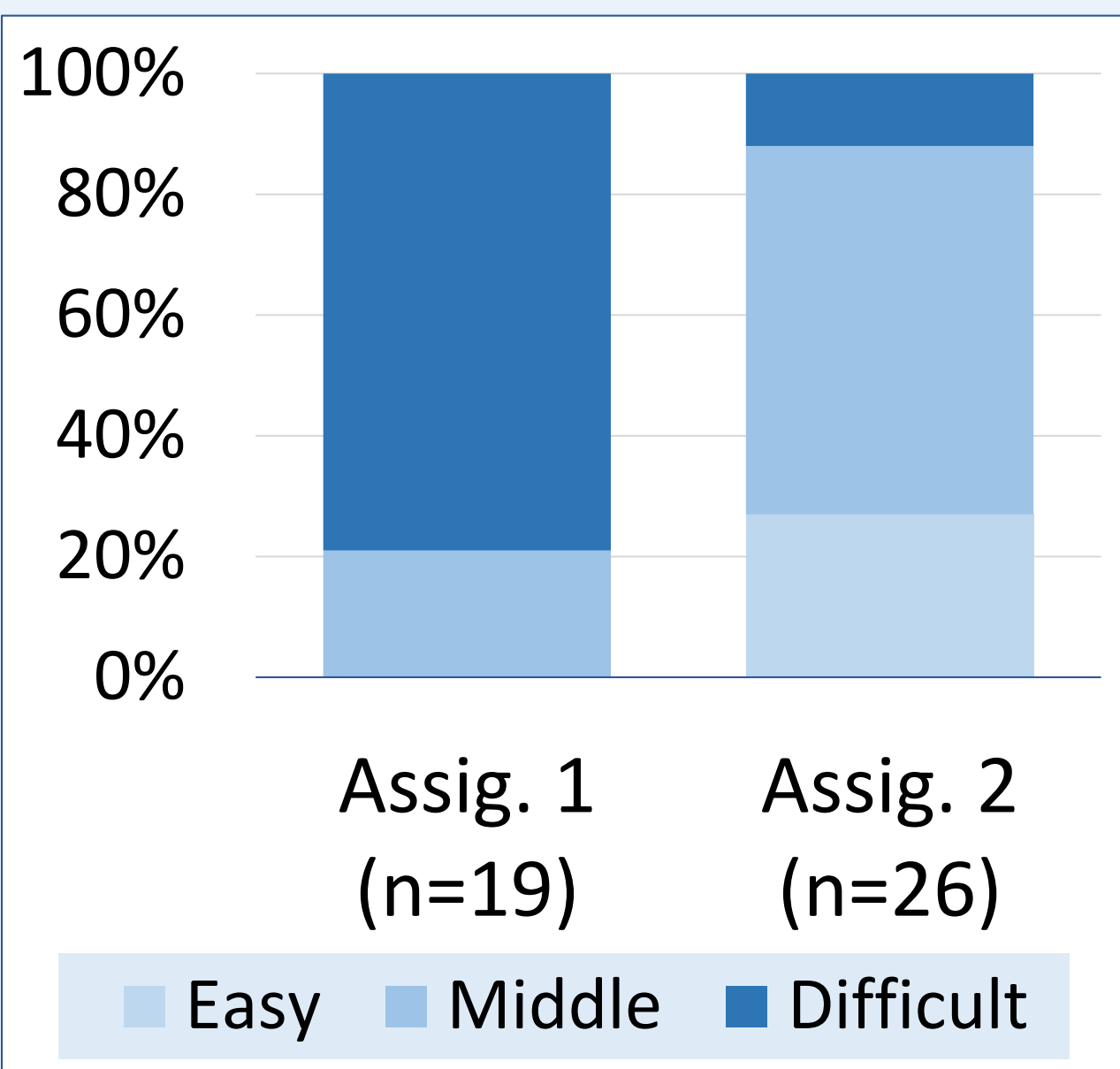


Figure 7: Q- Assignments have been...

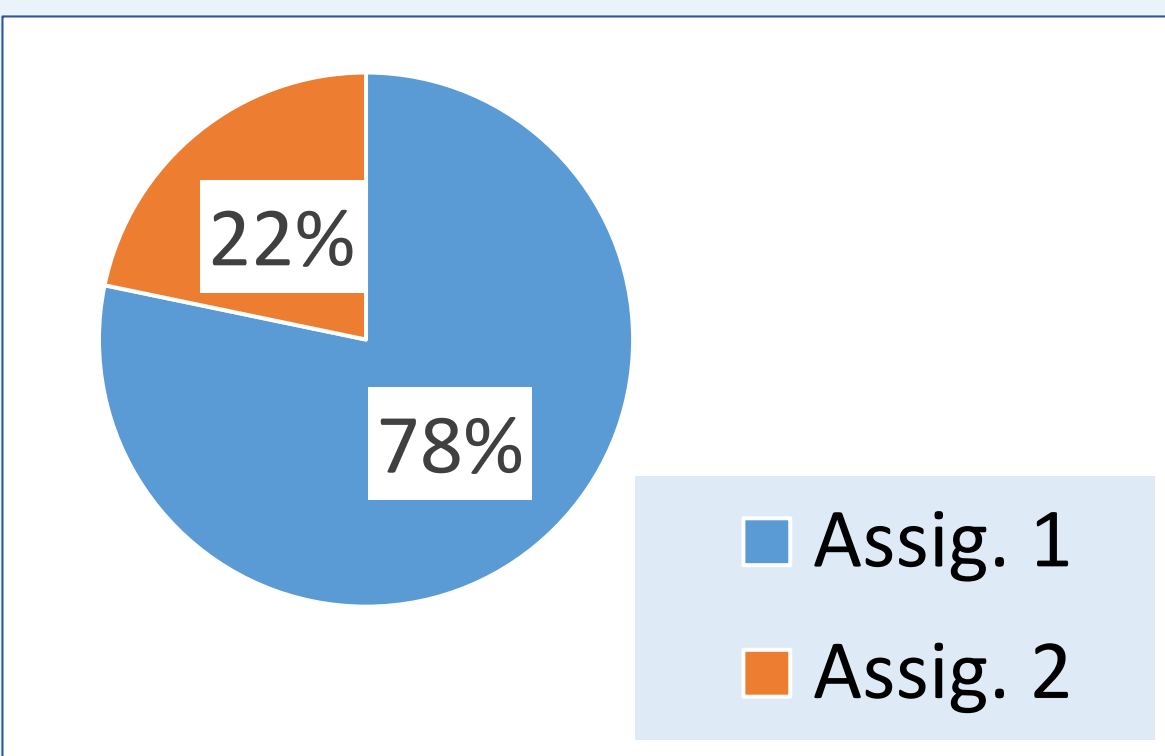


Figure 8: Q- What assignment do you prefer? (n=26).

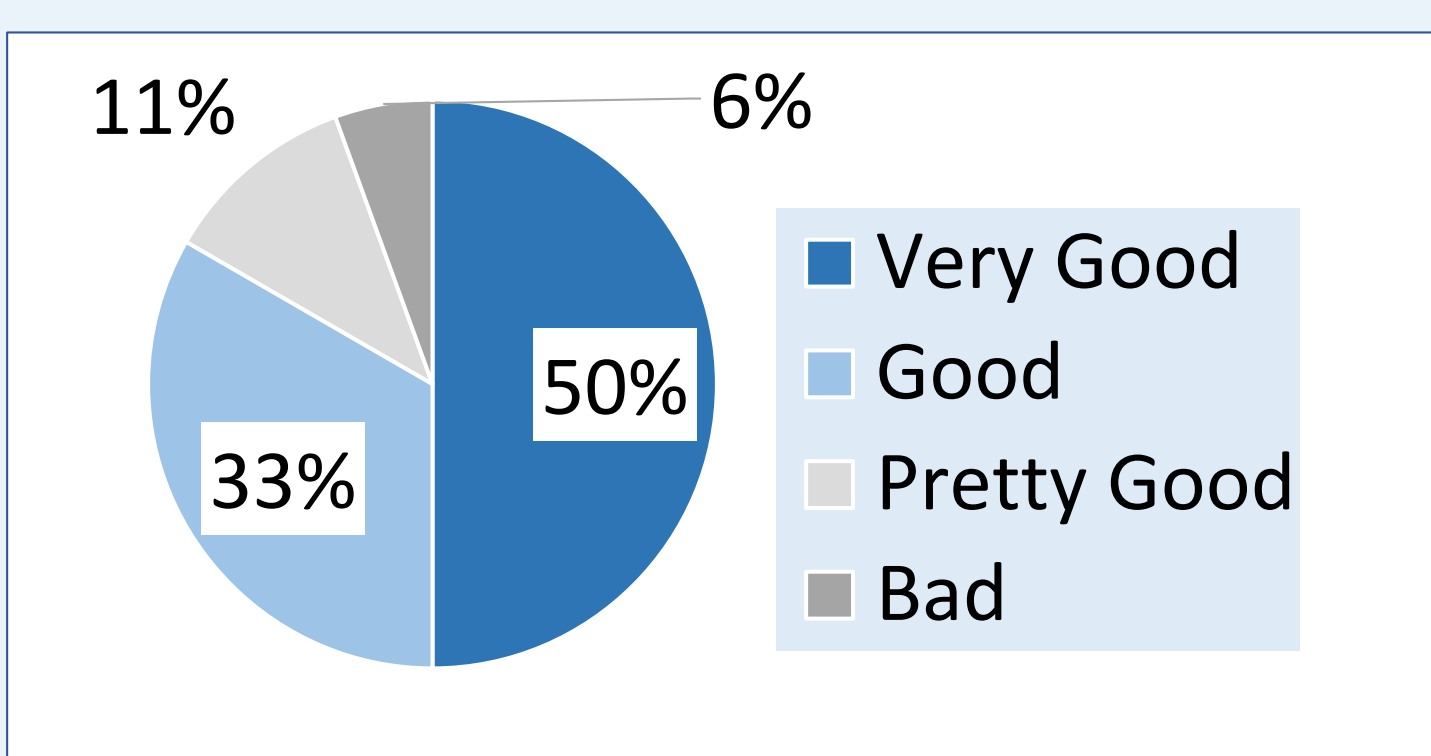


Figure 9: Q- The tutoring review has been (n=19).

## REFERENCES

The Quality Assurance Agency (2014). *Exploring themes to improve quality for students*. Available from ([http:// www.qaa.ac.uk](http://www.qaa.ac.uk)).